

Assignment #2: Lesson Planning Template – Image Development Strategy lesson

Name(s): Gabrielle and Lauryn

Grade Level: 3

Content: Element of Design: Shape

Link to KQED Video on Element of Shape: <https://youtu.be/bJzGkZwkHt4>

Aspect of that Element: Creating images from geometric shapes

Image Development Strategy: Simplification

Prior to the introduction of the Image Development Strategy, the students have worked with the aspect of the element of design by:

- Learning about how shapes make up objects
- What shapes come together to make new shapes

Discovery Opening for Image Development Strategy:

Materials:

- Construction Paper
- Stencil for diamond, triangle, circle, oval, rectangle, and square
- Pencil
- Scissors
- Glue Sticks

Activity: Paper Portraits (BUT WITH GEOMETRIC SHAPES NOT TORN PIECES)



Instructions for Activity:

1. Let each student choose an 8.5x14 piece of construction paper to use as their background
2. Provide an assortment of different coloured construction paper pieces. (If you give a regular sized piece, lots will go to waste)

3. You also need to give students many options for different colour that they might want their head to be and give them a full sized piece accordingly
4. When students have the colours they want, they can use the given stencils to cut out geometric shapes
5. Let students design whatever they want with as many pieces and colours of construction paper as they need
6. The examples above are just ideas so let students use their imagination to discover how to make designs out of geometric shapes
7. Encourage students to make shadows by using darker colours with their lighter versions
8. Because this is a discovery activity, you do not need to give too much direction as they should just be exploring with the different shapes

Formative Assessment: Non-judgemental Critique

To begin the critique, you must have your students in a circle and have the art pieces of every student in the middle of the circle. It must be established that this is a safe place where we are not going to be saying anything about someone's artwork that might hurt their feelings. Additionally, the critique is anonymous so if it is your piece, you do not have to say that unless you want to. We won't be asking the artist of each piece questions, we will just be respectfully examining.

Ask your students the following questions to lead a non-judgemental critique:

- Which piece should we examine first? (Students raise their hands and you choose one)
- What stood out to you about this piece?
- Which part of the design caught your eye first?
- What do you think was the most difficult part?
- What would have happened if they used a square instead of this geometric shape? (point to a shape on the portrait)
- How did the artists combine shapes to make other shapes?
- How do you think this artist made this shape? (point to a shape that is made up of other shapes)

Consolidation: Reasoning and Reflecting

Critical Analysis Process:

****First artist uses Image Development Strategy and aspect of the Element of Design:

Image(s)



Artist: Margaret Stermer-Cox

Name of Work: Coffee at Black Cat Cafe

(2018) <https://stermer-cox.com/2018/07/11/simplifying-painting-composition/>

1) Initial Reaction

- a) What comes to mind when you first look at the painting?
- b) What feelings do the colours used in the painting make you feel?

2) Description

- a) Does the title of the painting reflect what is in the painting?
- b) What materials do you think the artist used to create this painting?

3) Analysis

- a) What shapes do you see in the painting?
- b) Which shapes are represented in each aspect of the painting?

4) Cultural Context

Margaret Stermer-Cox, born 1958, is an artist from New Mexico, USA. Her inspiration for a large portion of her work is her father, John Stermer, who she grew up observing, discussing and practicing painting with. Like her father, Stermer-Cox prefers to paint images of everyday life but slightly rearrange the subject to make the painting more of her own unique style. A fact about Margaret's painting style is that she purposely begins every painting with random colours and works from there. Many of Margaret's artworks are displayed in coffee shops around America.

5) Informed Point of View

- a) Is the artist's background in watercolour represented in the image?
- b) Does this image look similar to any of the artist's other pieces?

Formative Assessment: Depending on the age of your students, choose a written reflection (if so, write 3 prompts); clip-board self-check followed by teacher chat with those who don't contribute during the critique, or other assessment tool of your choice.

Self-Check:

| |
|----------------------|
| I asked a question - |
| I made a comment - |

I gave an answer -

Self-Check (for students who don't contribute):

Something that stood out about the painting...

1. _____

A question that I have about the painting...

1. _____

Something that stood out to me about the painting...

1. _____

How your work will be marked: /10

- You will be marked on each item :
- Beginning: .5, Developing: 1.0. Applying: 1.5, Extending: 2.0 for a total of 10 marks.
- Age appropriate: is the Image Development Strategy and activity appropriate for the age of the students?
- Flow: does the lesson have a coherent flow?
- Does your lesson show appropriate use of formative assessment strategies for the Discovery and Critical Analysis?
- Exploratory: does the activity allow the students to discover something about the Image Development Strategy rather than just follow directions?
- Did learning from the Critical Analysis contribute to the understanding of the Image Development Strategy in a meaningful way including age-appropriate prompts?